



STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

LPC Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

Equity Mission Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

Equity Operational Definition

Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at center focus.

Committee Membership: 17 Quorum: 9

5 – Administrators

- TBD
- Amy Mattern
- Nan Ho
- TBD
- Dr. Jeanne Wilson

5 – Faculty

- Julia McGurk
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

5 – Classified Professionals

- Ana Del Aguila
- Terrance Thompson
- Rifka Several
- Amanda Ingold
- Liz McWhorter

2 – LPCSG Representatives

- Jacky Carrillo
- Nezin Hasanly

3 – Non-Voting Members

- Catherine Eagan (co-chair)
- Rajinder Samra
- Shawn Taylor (co-chair)

Thursday, April 21, 2022 | 2:00 p.m. to 4:00 p.m. | Location:

<https://cccconfer.zoom.us/j/93453286627>

Called to order at 2:05 pm.

1. SEA Funding Request Changes (attachment distributed at meeting)

- What is coming down from the state is that we have to be more accountable for how SEA monies are spent. 92% salaries as of now, and some of those salaries are not aligned with our equity purpose. We may need to audit our job descriptions and work in equity goals. Everyone benefits when we serve the least privileged, marginalized.
- [New funding request form](#) will provide a better accounting.
- Need more language for when applicants need to submit the request. For fall, July. For spring, November. Describe what the project or activity is, how much you want, how does it fit in overall strategy (funding category, description of what is addressed, linkage to equity plan, outcomes and measurement), who are you serving (check off groups) will all be asked for. Keep in mind that veterans are now added to list of DI groups, and some more groups may be added. When you want to start, when you want to complete. Department, lead person, will others lead with you.
- Look at the blank form and send it back. He doesn't want it to be an ineffective form that joins a flurry of other forms.
- The form is followed by a long list of what you can and can not spend money on, and it gets into the weeds a bit, which he may not keep because it gets too long.
- Questions:
 - Kristy likes the document and wondered about specifics of suggested timeline. He will be looking at budget deadlines.
- We'll have a deadline of May 5 to send comments, notes. The form should be easy and give us information about what SEA is funding to report out.

2. Student Life Cycle for DI populations (attachment distributed at meeting)

- Shawn shared a [Wheel](#) of Life—it includes business/career, finances, health, family and friends, romance, personal development, fun and recreation, contribution to society. 1 was the most connected, the closest to the center, and 10, out by the edge of the circle, would be the least connected. The line between each point would be a jagged

one, and anything that scored a 5 or more would be the area of intervention for the client.

- What would be the 8 sections for DI students? Could this be piloted in Learning Communities? In Hy-Flex? In a Smart Shop? We want to be attentive to our students' specific needs. Jill said that it would be easy to pull into EOPS for their workshop that they already do. Jackie suggested financial aid/affording college. Kristy suggested career or hopes for living wage, but she supposes that "business/career" relates to that. Shawn wonders about post-college life. Katie mentions that Angella had a SMART goals activity that started with long-term goals. Nan wondered about including "well-being." Nezzin wanted to add academics and social life added in some way, maybe even something that called out "balance." Perhaps if we wrote a small "legend" to describe what we mean by each thing, that would help students fill it out.
- We could determine important areas for students, then identify if we already have offices/people working on this, and if not, we could go out and get people to help.
- Katie wondered if it is current. Shawn thought that making it as "in the moment" as possible. If they are scoring high, we need to get on it right away.
- Nan: Gallup has 5 elements of wellbeing: physical, social, career, financial, and community. Shawn noted that we could start with those. Nan noted that this research is included in book *Wellbeing: The Five Essential Elements*, by Tom Rath and Jim Harter (Gallup P, 2010).
- Shawn notes that we need to supported undecided students and help them towards a goal.
- Jeanne wondered about connecting all students in their pathways, success teams, with social worker interns. She has spoken to Tricia Gonsman and the coordinator of mental health about this. They are trying to identify 7 MFTs who can start in fall and be paired with counselors. This could be part of intake.
- Shawn is talking with MSW externship at CSUEB in a week. Perhaps Seneca MSW interns could help us with special populations.
- Email any ideas by May 5. Write directly on the document if needed!
- Shawn reminded us that students are not the same as they were pre-pandemic. They are in a near-constant state of grief and loss. For fall, students will hopefully come into smaller spaces where they can feel more connection and belonging. We are not turning the college into a social services agency, but we need to eliminate barriers so that students can have a common experience.
- Katie expressed concern for online students who won't be a part of a small group.
- Shawn wonders if this could be a useful tool for our meeting as well.

3. AB 132 (Basic Needs Initiative)/Grant

- We are required by the state to have a Basic Needs Center on campus. Shawn and Josue just applied for a grant. It will cover food and other things.
- We have the market, which is great, once a month, not sure of numbers of who is served.
- Lara: typically serve 130-160 families per month.
- The rear conference room will turn into a bodega, reduces stigma. You go in and shop for yourself. Not like rolling up in car and getting your box.
- We will have mostly dry goods but will also have a freezer, fridge.
- Lara: We also need a sink in there. There is plumbing, so we need to find it!
- Shawn: We need to get the word out. Digital storytelling will be one way, but we need to make sure people know it's there to use. People need to know how great of a job we're doing. Food insecurity on this campus is real, despite our zip code.
- Kristy asked about student services redesign of websites. It looks more like tiles as opposed to a whole lot of text. This will help advertise.

- Shawn noted that Rajinder shared data from a year ago that students really appreciated the Canvas Inbox as a way to be contacted (90% chose that as a way that they prefer for communication). 1500 students responded.
- Nezhin confirmed that Canvas Inbox vital, and she echoed Katie's note in the chat that having students set their Canvas Notifications should be a big push as a result. She noted that it is a confusing section because there are so many options there.
- Jackie agrees that having everything in one place on Canvas is most viable for students. She also noted that she uses Pronto to text message students, but it is in Canvas, as opposed to using her personal number.
- Jill reminds faculty that they can have a Canvas Announcement emailed to students.
- Lara warned against sending too much through Canvas Inbox. If it's swamped, students may lose track of their classes.
- Ana shared that ECE has a Canvas shell where they post anything that is going on in ECE, on campus, etc. Serves as one place to go, avoids "multiple platforms" that students have to go through, as Shawn said.
- Amanda noted that inundating students with information is indeed a worry. Canvas Hub could serve as the "one place" that would benefit students, and Katie said that would be great because search in the Canvas Inbox is really bad. Katie wondered about having a Student Life Canvas shell, given Ana's suggestion and Lara's concerns. Kristy confirmed that phase 2 of guided pathways will have shells for each pathway.
- Jeanne returned to the draft redesign for the website. Dr. Wilson's webpage had a lot of links to the left that duplicated what was available elsewhere on the college website, and it also had programs and services boxes at the bottom. There is still the banner with scrolling slides, but now it will be owned by Student Services. The boxes are now not at the bottom but are closer to the top and have student pictures of our actual students. As people click on these, they will be taken to the appropriate website. We will make sure that the welcome center will be rebranded with signs saying "Student Life Welcome Center." Working on video for SS with Bumblebee. They made sure to include Tutorial Services.
- Lara noted that we have lots of long columns on our websites. Jeanne noted that we have to use a template on both campuses that doesn't use the entire page. In a year or so, we will change, and there will be less scrolling!
- Kristy—nice that it is more visual, kind of like hub. She hopes that success team websites would not be organized by department as much. She is hoping for a place students to go that have all services for students beyond just tutoring.
- Jackie noted that student faces on each box feels friendly, inviting. It will help students feel more connected. Jeanne noted that any students who would like to be added to one of the buttons should email a jpeg photo to Dr. Wilson at jdwilson@laspositascollege.edu.

4. 22-25 Student Equity Plan

- 2022-2025 equity plan keeps getting delayed. At least we have until November to get it completed! Strength of equity plan will directly impact funding you'll receive.
- Last planning document was 5 pages, it's now 25 pages!
- He will need people's help with qualitative.
- There is a whole section on how the pandemic affected our students. Grades down? Food insecurity? Etc.
- Re-added veterans. Did not add MENA [Middle Eastern and North African] students, people are still fighting for them and formerly incarcerated to be added.

Dsps
Low-income
Veterans
Native or Alaska Native
Asian
Black or African American
Latinx
Native Hawaiian PI
White male (highest drop-out rate)
Some other race
LGBTQ
Homeless

- We will choose our top 3 DI groups for our campus.
- The targeted outcomes are pretty detailed. We need to go by year—outcome and measurement. Last plan was an executive summary. It is due in November, and he would like to get it done by October 14. The financial plan will be due right after. We can all have a hand in crafting new plan.
- Katie: What kind of system should we identify for collecting qualitative data? Shawn will be doing training on Monday regarding this issue.
- Renaissance Scholars are fighting failure to include formerly incarcerated students. Just because numbers are small, as is the case for Native Americans, doesn't mean they shouldn't be listed as a DI group.
- Katie: We do have qualitative data that is broken down by DI group in a LC, but we will need data request to break down DI data in Penji for programs like Smart Shops, RAW.
- Chris noted that there will be changes for year after this coming year in funding formula. Shawn said that there has been a threat to put DSPS under SEA for years, even though it doesn't make any sense.
- Katie noted in the chat, and Shawn repeated, that what we have to remember with white men is that even if we don't start a learning community for them, the drop-out rate is very concerning, and there may be characteristics that they have that other students share. Lifting up students who share those characteristics will help everyone, just as we are arguing for other groups. Shawn confirmed that if we find the commonality and then design the intervention for most affected, then everyone affected will benefit from that intervention. We won't have to start from scratch, but to take the example of the Tutoring Center, we don't need any more B students who want to get to an A—we need D students who want to get to a C, C students who want to get to a B. How do we bring that service to students who need it? Escorting students there, more interventions to make sure they know about it. Getting trained peers to help will be vital. Student hiring process is so laborious! He would love to have student tutoring ambassadors!

5. Housekeeping

- He will expect feedback from us on wellness wheel and funding form by May 5, and he will contact us about equity plan/report as soon as he can.
- May 19 is last week of classes, and that will be our last meeting. We can set agenda at that meeting.
- For end-of-year events, make sure that vendors are in the system.
- Math Jam is covered for fall.

6. Adjourn

- 3:06 pm

Spring Semester 2022 Meetings

- May 19th

Shifting Towards Equity-Mindedness and Institutionalization

2018-2022	2022-2025
Transactional	Transformational
Compliance Oriented	Community Driven, thoughtful, meaningful, reflective
One and Done	Fluid and Dynamic
Race-Neutral	Race-Consciousness
Standalone Plan	Inform other Institutional Plans
Compartmentalized Funding	Braiding of Funds (Trenza)

A Shift Away from “Activities”

- No “one-offs” or disconnected equity activities
- Go far beyond student services and into the classroom and curriculum
- Leverage existing work and build efforts (and consensus) across campus
- [A Note] Systemic inequities demand systemic responses

How the '22-'25 Equity Plan will be different from previous plans

Metrics that support:

- Alignment with Guided Pathways and Vision for Success
- Accessibility and standardization, all colleges having the ability to use the same data via the dashboard (available middle-end of March)
- College’s ability to identify student populations experiencing the most disproportionate impact

Use of DI to Support:

- College plans that center and prioritize student populations experiencing the most disproportionate impact for each metric
- The understanding that when we direct efforts to address the inequities for the population experiencing the most disproportionate impact, the efforts will benefit other student populations.

Equitable Group Work

Dr. Robert Thomas (SFSU) was hesitant to give me his exact plan/method for equitable group work, but he did give me the primary sources he used to create his own way, some gleaned from successful k-12 practices.

- “Equity in Cooperative Learning Classrooms” <https://complexinstruction.stanford.edu/about/Equity-in-Cooperative-Learning-Classrooms>
- Equitable Group Work (focusing on Mathematics) <https://www.mathagency.org/groupwork-dynamics>

Differentiated Instruction

K-6 Principal Delgado (Cleveland Elementary, Oakland) provided the following resources to adapt/amend for college students:

- <https://resilienteducator.com/classroom-resources/examples-of-differentiated-instruction/>

See Graphic Below

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Differentiated Instruction Strategies

www.educatorstechnology.com

1 Create Learning Stations

Provide different types of content by setting up learning stations — divided sections of your classroom through which groups of students rotate.

2 Use Task Cards

Task cards allow you to give students a range of content. Answering task cards can also be a small-group activity, adding variety to classes that normally focus on solo or large-group learning.

3 Interview Students

While running learning stations or a large-group activity, pull each student aside and ask them questions about their learning and studying styles. That will help you pinpoint the kinds of content that will meet your class's needs.

4 Target Different Senses Within Lessons

When applicable, appeal to a range of learning styles by:

- 1- Playing videos
- 2- Using infographics
- 3- Providing audiobooks
- 4- Getting students to act out a scene
- 5- Incorporating charts and illustrations within texts
- 6- Giving both spoken and written directions to tasks...

5 Share Your Own Strengths and Weaknesses

Explain — on a personal level — how you study and review lessons. Share tactics that do and don't work for you, encouraging students to try them.

6 Use the Think-Pair-Share Strategy

- 1- Ask students to individually think about a given topic or answer a specific question.
- 2- Pair students together to discuss their results and findings.
- 3- Have each pair share their ideas with the rest of the class, and open the floor for further discussion.

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9 Run Literature Circles

This helps auditory and participatory learners retain more information. It also encourages students to shape and inform each other's understanding of readings.

8 Implement Reflection and Goal-Setting Exercises

Have students reflect on important lessons and set goals for further learning at pre-determined points of the year. During these points, ask students to write about their favorite topics, as well as the most interesting concepts and information they've learned. They should also identify skills to improve and topics to explore.

10 Offer Different Types of Free Study Time

It benefits students who prefer to learn individually and attends to different learning styles. Examples of free study exercises: provide audiobooks with relevant materials, create a station for challenging group games, maintain a designated quiet space for students to take notes and complete work...

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11 Group Students with Similar Learning Styles

Grouping students based on similar learning style can encourage collaboration through common work and thinking practices.

12 Give Different Sets of Reading Comprehension Activities

Consider evaluating reading comprehension through questions and activities that test different aptitudes.

13

Assign Open-Ended Projects

Give students a list of projects to find one that lets them effectively demonstrate their knowledge. Include a clear rubric for each type of project, which clearly defines expectations. Doing so will keep it challenging and help students meet specific criteria.

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14 Encourage Students to Propose Ideas for Their Projects

Encourage students to take their projects from concept to completion by pitching you ideas. A student must show how the product will meet academic standards, and be open to your revisions. If the pitch doesn't meet your standards, tell the student to refine the idea until it does.

15 Analyze Your Differentiated Instruction Strategy on a Regular Basis

Analyze your strategy by reflecting on:

- 1- Content: Are you using diverse materials and teaching methods in class?
- 2- Processes: Are you providing solo, small-group and large-group activities that best allow different learners to absorb your content?
- 3- Products: Are you letting and helping students demonstrate their understanding of content in a variety of ways on tests, projects and assignments?

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